

Inspection of Hungry Caterpillar Day Nurseries -Hathaway

Hathaway Primary School, Hathaway Gardens, LONDON W13 0DH

Inspection date: 1 April 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff greet children warmly as they arrive at this nursery. Children are eager to explore the learning environment and get involved in play. The staff know children well and use observations to plan effectively for their learning. Children demonstrate that they feel safe and secure in their surroundings and with staff. For example, they snuggle into staff if they are tired or upset. Children enthusiastically invite staff to join in their play, for example they fill syringes with water to make 'rain'. Staff place emphasis on children's emotional well-being. This helps children to settle and feel comfortable in the nursery.

Children have great fun during the day. They explore a range of materials and resources through play. Children delight as they look at reflections in the magnified mirror and mould play dough to make their facial features. Staff celebrate children's thoughts and ideas as they play alongside them. Children work cooperatively as they rescue toy bugs from ice. They eagerly chat as they chop potatoes and vegetables in the camping area in the garden. Children develop strong friendships with their peers. Staff are good role models for respectful communication. They thank children when they help with tasks, for example setting the table for mealtimes. Children understand the expectations of them and respond positively to staff members. This creates a sense of harmony across the nursery.

What does the early years setting do well and what does it need to do better?

- Staff in the nursery benefit from strong leadership. Leaders are passionate and extremely committed to supporting staff to develop professionally. For example, leaders support staff to embed the curriculum, which is based on children's interests and what they need to learn next. Overall, staff use their in-depth knowledge of children to plan effectively for their learning. This helps all children, including children with special educational needs and/or disabilities (SEND) and children from disadvantaged backgrounds, make good progress across all seven areas of learning.
- Staff report that a high level of support is in place. Leaders ensure that regular supervision sessions offer staff the opportunity to reflect on their performance and discuss their well-being. Targets and training are agreed between leaders and staff. This helps to consistently drive improvement across the nursery.
- Leaders and staff work in strong partnership with parents to ensure children with SEND receive prompt support. Staff plan and implement purposeful strategies and intervention to support children in the nursery. Where necessary, leaders also seek the expertise of other professionals to ensure children make the best possible progress.
- Staff support children's language and communication skills well, overall. They model correct pronunciation and introduce new vocabulary. For example, staff

use the words 'bang' and 'tap' to match babies' actions as they play with the hammers and ice. However, staff often ask questions in quick succession and those that require only one-word responses. They do not always observe children's play to ensure that questions are relevant and helpful to extend learning even further.

- Children thoroughly enjoy a range of activities inside and outside. They are keen to join in and they show excitement in their learning. Children eagerly listen to instructions during a sports session and when joining in language games. However, at times, group activities are not planned successfully to take all children's needs into account. For example, on occasion, group activities are too large for all children to be involved, and they sometimes struggle to stay engaged.
- Staff in the nursery value and support children's home languages by gathering key words from parents, including the correct pronunciation to be used. Staff use children's home languages in daily routines, particularly in the baby room. Children enjoy sharing their cultural celebrations. This celebrates diversity and ensures children feel valued in their language development.
- The nursery provides nutritious meals, prepared on site, such as those with no added salt or sugar. Dietary needs and allergies are managed through clear signage, plans and staff awareness. For example, colour-coded plates and regular checks help prevent cross-contamination. This creates a safe, inclusive environment.
- Partnership with parents is good. Parents describe how staff in the nursery have supported their children's learning and development, especially in relation to promoting their independence and preparing them for the next stage of learning, such as school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop staff's use of effective teaching strategies in order to further extend children's thinking, communication and language skills
- strengthen the planning and organisation of adult-led activities to engage all children taking part more effectively.

Setting details

Unique reference number	EY426464
Local authority	Ealing
Inspection number	10238369
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	48
Number of children on roll	50
Name of registered person	Hungry Caterpillar Day Nurseries Limited
Registered person unique reference number	RP909796
Telephone number	02089 915264
Date of previous inspection	4 June 2019

Information about this early years setting

Hungry Caterpillar Day Nurseries - Hathaway registered in 2011 and is located in the London Borough of Ealing. The nursery is open Monday to Friday, from 7.30am to 6pm, and operates for 50 weeks of the year. There are 10 staff. Of these, five hold relevant qualifications at level 3, two hold qualifications at level 2 and three are unqualified. The provider offers the government funded places for childcare.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector held a meeting with parents to gather their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the manager completed a joint observation of a language activity.
- The inspector held discussions with the leadership team about their vision for the nursery.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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